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Arthur B. Schottman
Eastern Illinois State College

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Public Appreciation
—
of the
Distributive Education Program

A Study
Presented to
Eastern Illinois State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Business Education

by
Arthur B. Schottman
—
May 1956

This study has been approved by the following members
of the faculty of Eastern Illinois State College:

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Public Appreciation of the Distributive Education Program

I. Introduction

A successful Distributive Education Program in the public high school is dependent upon good relations with the public. This is especially true when one realizes that the "public" is so all-inclusive as it is considered in this study. As of the present day the continuance and expansion of the Program are also dependent upon the cooperation of, and appreciation of its values by, the public.

The purpose of this study is to ascertain: the values of Distributive Education, the methods of communicating an appreciation of these values to the public, some methods of insuring a Program that the public will appreciate, and the reaction of the public to the Program.

An evaluation survey was made of 7 high school Distributive Education Programs in the surrounding area of Olney, Illinois as a part of this study.

II. Definitions

So that the reader may understand what is meant by certain key terms in the study the following definitions are offered.

Distributive Education Program is a course offered by the high school (or college) that teaches the elements of retailing and selling in a formal class in school, practices the carrying out of these principles in a workshop class in school, and gives the student on-the-job training in downtown retail stores and service places on a part-time cooperative basis. It is a coordinated Program with the teacher and

employer as co-supervisors.

Cooperative work experience: "The plans generally provide for general and related studies in classes, for rotation on jobs while at work, and for supervision of work experiences by the school, which normally makes the placements as well." (1)

The Distributive Education Program would be cooperative work experience in the specialized area of retailing and selling.

Vocational Education is a comprehensive term and includes professional, commercial, agricultural, domestic and industrial training." (2)

General Education is viewed as that part of the student's complete program that is being experienced by the entire group, it being conceived as the training for general citizenship, for the common life, for the common good." (3)

Public as herein considered is all groups and individuals that may affect or are affected or may be affected by the Distributive Education Program. This study includes groups and individuals both in school such as teachers, students in the program and students outside of the program, administrators, etc., and out of school such as downtown merchants, civic groups, and the community at large.

Public Relations in Distributive Education refers to the efforts to communicate to the public by various methods an understanding of the Distributive Education Program.

D. E. will be used as an abbreviation for Distributive Education Program.

(1) Milton J. Gold, Working to Learn (New York, Bureau of Publications, Teachers College, Columbia University, 1951) 107

(2) William P. Sears, Jr., Roots of Vocational Education (New York, John Wiley & Sons, Inc., 1931) vi

(3) Hollis L. Caswell, The American High School (New York, Harper and Brothers, 1946) 117

III. Values of the Distributive Education Program

When general education is thought of in its broad meaning as "training for general citizenship, for the common life, for the common good," cooperative work experience such as Distributive Education offers these values. It is not here considered as a substitute for the formal academic courses of the general education type such as rhetoric, arithmetic, physical and social sciences, and other courses which may have universal value; but rather as an aid in the development of the individual's understanding of society and of the nature of work. Several noted education authorities have placed their stamp of approval upon the general education value of cooperative work experience type programs.

Milton J. Gold in 1951 wrote a book on general education through occupational experiences for the Teachers College Studies in Education, Columbia University. In this book Mr. Gold discussed the cooperative work experience development value.

As work has functioned to develop man's arts, skills, and institutions, so it might well function to develop the individual, his personality, skills, attitudes, and knowledge --if the school would guide the application of intelligence to current work activities. That is the thesis of this study. Participation in representative occupations and study of their influences on our arts and social institutions is suggested as the content of the school's general education, and it is also advocated as the method for achieving goals in citizenship, home membership, learning tools, health, vocational adjustment, ethical development, leisure-time education. Occupational education is seen as a logical extension of the experience curriculum to the secondary school. (4) (underscore mine)

Mr. Gold's concluding statement in discussing the, "Proposed Curriculum Pattern," is, "Since occupational education is concerned with the chief common denominator of man's activity--his work--it is viewed as the proper content for a 'general education' or 'common learnings' program of the secondary school." (5)

(4) Gold, op. cit., 7

(5) Ibid., 179

One of the writers in the Eighth Yearbook of the John Dewey Society discussed the learn-by-doing philosophy of the famous educator from which the Society takes its name. Mr. Harold Spears, Professor of Education, New Jersey State Teachers College, wrote the chapter, "The Changing Curriculum," for the Yearbook in 1946. In it he develops the same theme as Mr. Gold.

Another large area of important development in the curriculum in the years immediately preceding the war, and one which has received an impetus during the war, is work experience. Educators have become increasingly aware of the importance of work as an educative influence. It is recognized that understanding and appreciation of work and how it makes goods and services possible for our use is a general educational value of real significance. It has further been brought clearly to light by various youth studies that getting a job is a major problem in the successful adjustment of youth in our society.

. . . Co-operative programs with business and industry, opportunities for participation in community work, . . . are but a few of the means high schools have employed.

. . . The benefits are not limited to training for an occupation, and in the future the high schools will not want to limit such experiences to those who are to terminate formal schooling with graduation. Work experience stands as a necessary means of educating for competent participation in democratic life. (6) (underscore mine)

Mr. Harold J. Dillon made a study of part-time (high) school and work programs for the National Child Labor Committee during and immediately after World War II. Mr. Dillon arrived at the conclusion that for many students a combination of school and work has definite educational and social values

The educational value of this type of work experience is not confined solely to actual skills acquired on the job but also includes the experience of accepting responsibility, of working with adults and, for some, of replacing a sense of failure with a sense of achievement and success. In many cases, the school-work program provides the concrete situation in which the student can work out his social adjustment and prepares him to handle his problems more intelligently when he leaves school than does the usual school curriculum. (7)

(6) Caswell, op. cit., 119

(7) Harold J. Dillon, Work Experience in Secondary Education (New York, National Child Labor Committee, 1946) 89

Mr. Wilson H. Ivins collaborated with Mr. William B. Runge, Distributive Education Instructor in high school and college, in writing a book on work experience programs in high school. Mr. Ivins states concisely his views on their value.

Fundamentally, we must come to accept the view indicated by these objectives: Work experience is primarily a broad program of general education for all high school students, secondarily a narrower program of special education for some high school students. (8) (underscore mine)

Vocational Education Value - Of Distributive Education Program

The vocational education value of cooperative work experience programs such as Distributive Education is more widely and easily accepted than the general education values. What has not been accepted is that some form of work experience, such as Distributive Education, is necessary for good vocational education. Mr. Harold Spears develops this idea under the topic of "The Changing Curriculum."

In the second area--development of competence to do productive work--we have had more practice to rely upon than we have had in community work experience. The schools have a history of shopwork in connection with vocational training. Making certain things and organizing shops to simulate conditions in factories are not new experience. They are, to be sure, one type of work experience; but the newer phase of this program--actual productive employment under joining school and industrial or business supervision--is less common. There have been plans--some in college and some in secondary schools--for alternate periods of work and study or for apprenticeship training. There is also the valuable work done by teachers and supervisors of agriculture and distributive education. But even with the good work already started, the schools have barely begun to develop the possibilities for building vocational competence through a combination of work, reading, and discussion. In the entire field of vocational education work experience is essential. (9) (underscore mine)

(8) Wilson H. Ivins and William B. Runge, Work Experience in High School (New York, The Ronald Press Co., 1951) 109

(9) Caswell, op. cit., 121

In regard to business work-experience Harvey A. Andruss, well-known school business-textbook writer, says:

The most important step in vocational education is the linking of the school as an institution with the office, shop, factory, or store where the apprentice is to practice what he has previously learned. This practice cannot be carried on within the classrooms of a school, but must take place in a business office or store. The actual apprenticeship takes place under the general direction of the school and under the immediate direction of those business workers whose duties the young apprentice is to learn. Unless an opportunity for actual business practice can be afforded students before they enter the ranks as salaried business workers, it is doubtful whether we can call training on the presentation and performance levels vocational business education. Unless the school bridges the gap between the classroom and the office and store, it does not carry the learner or apprentice to the point where we can rightfully term him "vocationally competent." (10) (underscore mine)

Perhaps the necessity of work experience for its vocational value is summed up by the following quotation by Catherine Stevens in developing her topic, "Learning Through Cooperation," taken from the article, "Expanding Role of Education," American Association of School Administrators, 26th Yearbook, page 51:

To assume that a child can learn to be a worker without having the experience of work is as indefensible as to hold that . . . a surgeon can acquire his skill from textbooks and needs no working acquaintance with the scalpel, or that a teacher can learn to teach without teaching. People learn to work by working . . . The school is obligated to see that its pupils gain their work experiences under optimum conditions. (11)

The last phrase in the foregoing quotation, "work experiences under optimum conditions," is important to our consideration of the values of the Distributive Education Program. It is the cooperative

(10) Harvey A. Andruss, Better Business Education (New York, The Gregg Publishing Company, 1942) 93

(11) Lloyd H. Jacobs, Editor, Enriched Learning in Business Education, The American Business Education Yearbook, 1953 (The Eastern Business Teachers Association --Somerville, N. J., Somerset Press) X, 353

part of D. E. and similar programs that should provide the optimum conditions for work experience. Mr. John Beaumont, Chief of Business and Distributive Education Service, Board of Vocational Education, State of Illinois, points out the value of school coordination with the business community in his discussion of, "The Community--A Business Education Workshop."

A distinction should be made, however, between a coordinated program, with the teacher and employer as co-supervisors, and the plan of merely sending students out for work in an unsupervised situation. This latter plan has some advantages in permitting the student to become familiar with the atmosphere of the business office and to observe people at work, but rarely does it provide the student with valuable work experience because he usually is given small, repetitive, routine duties that require no supervision. (12)

However, optimum conditions do not necessarily follow even in a cooperative program. Mr. Herbert Kaplan, Principal of the Commercial High School and Junior College, Gothenberg, Sweden, observed one condition that might ruin the value of the Program—a condition that a good coordinator strives to prevent.

For the secondary school classes in the Distributive Occupations, I have the greatest admiration, especially the classes with coordinated work experience, which I think is ideal. On my last trip I saw a good deal of this work in practice, and I do not think there is anything else I should like more to see adopted in the educational system of my own country than the cooperative training program. May I make one reservation: Does not a cooperative trainee get so engrossed in the work at the office or store that the interest in the theoretical side of the training wanes and perhaps disappears altogether, to the detriment of the young trainee's future promotion and advancement. (13) (underscore mine)

As we develop the study we shall probably find other values for the Program. It will be interesting to see what values are stated by persons in Distributive Education Programs.

(12) Ibid., X, 375

(13) Herbert Kaplan, "A Swede Looks at Business Education in the U. S. A., "National Business Education Quarterly" (Fall, 1951) XX, No. 1, 39

Values of the Distributive Education Program as shown in the
High School Surveys

In addition to the foregoing educational authorities who testify to the educational values of D. E. Programs, the people who are directly affected by the Programs, i.e., the students, training-stations, and coordinators have opinions about it from their contact with it. To ascertain what their thoughts might be on the various phases of the Program a questionnaire survey was made of D. E. students, training-station supervisors, and coordinators in 7 high schools (Charleston, Cumberland, Effingham, Lawrenceville, Mattoon, Olney, and Vandalia, Illinois) in cooperation with the coordinators of the schools at the time of the survey. The coordinators were Mr. Richard Olmstead, Mr. Richard Rowe, Mr. Joe Grohovsky, Mr. Arthur Hortin, Mr. William Swearingen, Mr. Arthur Schottman, and Mr. Warren Gardiner of the respective schools mentioned above. For the summary of the survey results see pages 23-36.

In the student survey the questions were posed at the end of the course and the identity of all the students was concealed to ensure an objective answer. Some of the questions of 2 of the 7 high schools were different from the other 5 surveyed and are so identified.

It is probably only natural that many students judged results on tangible evidence of the present rather than how it is educating them for the future. The students' answer to the question, "Do you consider the D. E. Program good education?" was an overwhelming 84 yes to 6 some or no. Likewise the answer to the question, "Do your parents think your D. E. job is good education?" was answered by a similar positive margin.

Several leading questions were designed to discover "why" the students thought it was good education. The question was asked, "Do you think your on-the-job training is interesting and worthwhile?" Of the 67 students that answered, "yes," the major reasons stated were, "Because we meet different types of people," and, "Because it is interesting work."

When the question was asked, "What part of your D. E. course do you expect to help you most out of school?" the leading answer was again, "Meeting and getting along with people," 36, while "Selling," was listed by 19. Apparently, even with the students, values of a general nature were considered above specific skills such as selling.

However, specific knowledge was considered valuable for the job. When the question was asked, "What part of your D. E. course helped you most on the job?" specific training such as selling (including sales demonstrations) and display arrangements were usually mentioned.

In the opinion of the students the on-the-job training is considered more valuable than the in-school training. In answer to the question, "Have you learned more in D. E. at school or on the job?" 51 replied in favor of on-the-job, 27 equally, and 11 at school. This opinion, of course, is not a mature nor necessarily a correct evaluation. It must be tempered by the realization that many people and especially young people prefer the thrill of interesting work with adults to the disciplined mental study in the classroom. However, the survey may point up the value of a judicious mixture of classroom and on-the-job training.

When the students were asked the vital question, "Has D. E. helped you learn how to run a business?" nearly all of them replied it had and gave reasons why it had.

But when the students were asked, "Would you like to run a business?" or, "Do you plan to stay in retail or selling work?" a large minority replied, "no." This would indicate that its vocational value was limited by this minority. It is to this minority that its general values such as learning to meet and work with people as well as guidance values become important. Relative to its guidance value I quote Robert Hoppock, Professor of Education, and Chairman, Department of Guidance and Personnel Administration, New York University.

Work experience is no substitute for a group guidance program, but it may be a valuable part of such a program. The primary guidance value of work experience is that it gives the student a realistic impression of what one occupation involves, an opportunity to test his abilities on the job, and to discover whether or not he likes the work and the environment. (14)

However, the large majority that replied, "yes," to the career questions indicated that its vocational value was high in their opinion.

Of the 45 training stations interviewed all but 6 indicated that they thought the program was helping the student. The answers were still very much in the affirmative when the employers were asked if they thought it was a worthwhile program for several different kinds of students, i.e., "those who intend to stay in retailing or selling," "those who are not sure," and, "those who intend to or will do something else." They appeared to be more sold on the values than the students. Of course, some employers had reservations and some employers answered in the negative.

As to whether the student would be better served on a full-time school schedule instead of his present part-time on-the-job schedule, "depends upon the student," in the words of one wise merchant. Thirteen merchants thought the Program was better for them and four thought full-time school would be better.

IV. Public Relations

The start of good public relations would be a successful program and this in turn depends upon a successful trainee. The start in obtaining a successful trainee might well be in proper selection. All coordinators in the survey said that they did select the applicants. Several stated that they accept about half of the original applicants. However, all sincerely interested applicants were accepted.

Only a few merchants stressed the point of obtaining better students so that factor apparently did not loom large in the minds of the present employers. However, a casual survey of merchants who quit serving as training stations highlights the need for better students as this is given as their main reason for quitting the program. A survey of the teachers in one school resulted in several comments that the students should be screened very carefully. Several merchants said that they realized the school can only be selective up to a point. Other understanding merchants said they realize the teenager cannot be expected to be mature adults and that part of the employer's job is to help the trainee mature.

Various methods of screening were used in the schools surveyed but in all schools it was under the control of the co-ordinator. Three schools maintain a full-time guidance director who maintain a set of records and interview each student. At ~~least~~ one co-ordinator is fully trained as a guidance teacher. Guidance courses were a part of the coordinators' educational background. Sometimes the administrator was helpful in the screening. I did not learn of an instance whereby an advisory committee assisted in the selection of students. From the standpoint of public relations this might be worth the attempt.

Harry Q. Packer, D. E. teacher in West Virginia, suggested in an article that a faculty advisory committee be used in student selection.

Many of the secondary schools that offer the study of merchandising and the distributive occupations on a part-time co-operative basis find that they have many more applicants for the course than can be adequately handled in the class It is not uncommon to find students who, after three years in the college preparatory course, decide to study the distributive occupations; nor is it uncommon to find some students whose only interest in taking distributive education on a part-time co-operative basis is to get an opportunity to leave school early and earn more money. Obviously, little learning will take place with such students, and their undesirability in a co-operative program is apparent. A faculty advisory committee can be of great help in this situation. The committee, which consists of key people in the school, such as the principal, guidance director, head of the business education department, and the teacher co-ordinator, through their varied contacts with the students are able to contribute a rather complete, composite picture of the student in question. (15)

Bernard Ohm, Supervisor, Illinois Business and Distributive Education Service, has suggested the use of an advisory committee of three people such as an employer of a D. E. student, an influential and sympathetic lay person in the community, and a teacher to aid the co-ordinator in both selection and current problems.

The next step in successful public relations might be proper selection of the training station for the student. In the survey the fact that the overwhelming majority of students considered their job interesting and that they learned more in D. E. on-the-job is a good indication that they were well-placed. Some of the students secured their own employment but most of the students were placed by the co-ordinator after approval by the employer.

Kenneth B. Haas, specialist in business education, Washington, D. C., suggests using advisory committees, the co-ordinator, and the employer

(15) Harry Q. Packer, "Selection of Students for Distributive Education," The Balance Sheet (February, 1948) XXX, 249

for the final selection of students for a particular position. (16)

Norton E. Dempsey, D. E. Coordinator in Hew Hampshire, suggests a placement plan that the author has found helpful in several instances.

The best and most realistic plan would be to have a group consisting of two to five students selected by the co-ordinator for a single position. These young people would then apply for the position. The employer, using whatever methods he might choose, would select the one who he believed could do the work most satisfactorily. Such a method would give the students valuable experience in selling themselves to prospective employers. It would also add to the interest of the employer, for he would then feel that he had some choice in the matter and was not being forced to take what was sent him. (17)

Another step in successful public relations is home visitations or personal contact with the D. E. students' parents. All of the coordinators in the survey stated home visitation was practical and one suggested, "before school starts." The fact that only four parents did not consider the course good education suggests that in the survey area, home visitation has been valuable.

Mr. Dempsey stated, "The consent of parents should be a first requisite for any student showing a desire to participate." (17)

Ralph E. Mason, former high school D. E. coordinator and present D. E. teacher-trainer at the University of Illinois, suggests home visitation early in the school year and cites the following reasons:

1. To create an understanding and sympathetic attitude toward distributive education,
2. To determine parents' willingness to cooperate in having student-trainee do his part,
3. To establish parents' co-operative attitude toward the training station selected,
4. To establish mutual confidence between parents and co-ordinator,
5. To find out the ambitions of parents for student-trainee, and
6. To become acquainted with the home environment of the student-trainee. (18) (underscore mine)

(16) Kenneth B. Haas, How to Co-ordinate School-Work Training (The Gregg Publishing Company, 1944) XIV, 51.

(17) Norton E. Dempsey, "Co-operative Courses in Commercial Training as a Means of Exploration," The Balance Sheet (December, 1946) XXVII, 164.

(18) Ralph E. Mason and Le Roy J. Donaldson, "School and Community Relations," American Business Education (October, 1952) IX, 39.

One public relations tool used by nearly all coordinators in the survey was an annual student-employer banquet. Of course, friendly and frequent contact with the public most directly affected, the students' employers, is a must. The coordinators in the survey stated that an average number of visits to the training stations should be about once every two weeks.

Turning away from the persons and groups most immediately affected by the Program it would be interesting who the other persons and groups are that should be reached in a public relations program. The following list of fourteen educative audiences is an example of how inclusive the "public" is in public relations:

1. School Administration, Board of Education, . . .
2. Community Organizations: Lion, Rotary, Kiwanis, Veteran Associations, PTA, . . .
3. Merchants and other business men in the community
4. Guidance Personnel in School
5. Consumers, Housewives and Consumer Organizations
6. Labor Organizations
7. Legislators
8. Merchants, Organizations, Chamber of Commerce . . .
9. Newspaper, Radio and TV personnel
10. Parents and guardians
11. Store Employees
12. Students - Present, Past and Potential
13. Teachers
14. Religious Leaders, (19)

To include all of these educative audiences in a public relations program requires a planned program. And it is just as important to the coordinator and the D. E. program that there should be a planned public relations promotion as it is that there should be a planned course of study and work experience for the students according to D. E. coordinator, Harold E. Shapiro.

Recently, in two widely separated communities in Massachusetts, an evaluation of co-operative programs was

(19) Alan C. Lloyd, "A Check List of Approaches for Telling the Public About Distributive Education," Business Education World (February, 1952) XXXII, 278-279.

completed in which the co-ordinators received equally high rating in respect to their teaching competency. Yet one's program is widely recognized for its successful school store relations; and the other limps along in an unhealthy climate created by continuous problems of recruitment, coordination, and placement. The problems of the latter are the result of imperfect relationships with the distributive agencies in the community. (20)

John A. Beaumont, Chief, Illinois Business and Distributive Education Service, makes a case for public relations in part because of the recency of D. E.

Public relations activities are an essential part of a program which operates cooperatively between the school and the business community. Further, a distributive occupations program is relatively new, and all groups in the community and the school must be informed about its function in the school program and its contribution to the community, if the program is to be accepted and appreciated by the public. (21)

There is a public relations program in D. E. in every school in the survey. In addition to the list in the questionnaire such as newspapers, radio, etc. (see page 25) the following methods were also used:

- Advance notices about coming special events
- Follow up on special events conducted
- Participation by school D. E. class in school "Career Day"
- Publicity on the day the students first appear in their stores
- Prompt dispatch of thank you notices by class to others taking part in D. E. events
- Sponsoring a school project such as a dance
- Coordinator as chairman of B-E (Business - Education) Day
- Student programs at service clubs
- Coordinator as member of a service club
- Chamber of Commerce publications.

Seventy methods of approach for telling the public about Distributive Education are tabulated in Mr. Lloyd's list. Many of these methods are similar to the methods listed as used by the schools in the survey. Some of the other approaches listed by Mr. Lloyd are:

(20) Harold E. Shapiro, "The Relationship of Community and School Placement Agencies in the D. E. Program," Business Education World (Sept. 1950) XXI, 30.

(21) Jacobs, op. cit., X, 392.

Distribution of descriptive brochures on D. E.
 Invitation to speak in class or D. E. club
 Talks by coordinators at various functions
 Publication of articles in media read by one or more of
 the 14 educative audiences
 Sponsorship of "D. E." day in the stores
 Arrangement for merchants to present course certificate
 Participation of certain groups in selecting D.E. students
 Assembly programs by D. E. students
 News releases on follow-up study of D. E. graduates. (22)

Nearly 60 different, "ways to tell our story to our publics,"
 were listed in the 1955 Summary of Panel Discussions of the Business
 Education Conference in Chicago for Coordinators of Cooperative Part-
 Time Programs. Three sections in this Summary list other methods of
 approach not heretofore mentioned. These sections are:

Colleges and universities
 Invite to conferences
 Invite speakers to employer-employee dinners
 Get into some of their professional meetings
 Invite college professors to curriculum building meetings
 Have conferences on college campuses
 Write article for professional magazines
 Encourage students going on to college to talk about program
 General Public
 Displays in public place
 Homecoming parade floats
 D. E. concession stands at public events
 Decal to place on door or window of business places
 School administrators, board members, other education division
 of schools
 Invite to school activities
 Invite faculty to observe what you do in your department
 Show personal interest in other departments of school
 Advise guidance counselor and principal of department
 activities
 Submit regular reports on accomplishments (23)

In analyzing the public relations problem of, "Other faculty
 members unsympathetic to cooperative business education programs,"
 the Summary of Panel Discussions suggested correcting these views
 by coordinators. The remedies suggested were:

1. Always be busy
2. Take time to assist other faculty members
3. Censure what you say to faculty members. (23)

(22) Lloyd, op. cit., XXXII, 278-279.

(23) Summary of Panel Discussions, Business Education Conference
 for Coordinators of Cooperative Part-Time Programs, Chicago (August, 1955)
 22-25.

V. Extent of the public cooperation to the Program

In the survey nearly all of the Programs had the endorsement of the Chamber of Commerce. One coordinator even used the organization publication as a medium to tell the merchants about the Program. Since the Chamber of Commerce is the vocal representative for the businessmen (retail and service and industry) its endorsement should be very helpful. In some towns in the survey the D. E. coordinator and the school business department cooperate with the Executive Secretary and the retail group in the Chamber of Commerce as the key individuals and groups in staging the Education-Business and the Business-Industry-Education (B-I-E) days. This exchange of visits between school and business has been good public relations for everyone concerned.

A majority of the coordinators in the survey are members of a local civic club. Since memberships in civic clubs are by invitation of the club and the unanimous consent of its members it apparently follows that the civic clubs involved endorse the work of the coordinators, i.e., the D. E. Program. As the survey showed some of the clubs endorsed the Program quite enthusiastically.

The Illinois Chain Store Council goes out of its way to endorse the idea of cooperative business education in the schools. The Council offers the services of its Executive Manager in helping promote the welfare of cooperative business education programs such as Distributive Education. He speaks at D. E. events, helps in training sessions and offers various promotional helps. Letters are sent to member stores at the beginning of the school year explaining the D. E. Program and its values. Items are carried in its monthly bulletin on D. E. For instance, a half front page in the January 1956 Illinois Chain Store

Council, Inc., bulletin was devoted to the description of D. E. and the effectiveness of the Program.

Likewise the Illinois Retailers Association publishes items favorable to the Program in its weekly bulletin to its members.

An article appearing in a magazine of The National Retail Dry Goods Association deplores the amount of cooperation of its members with the D. E. Program.

6. We have not developed high school resources as fully as we should. In my opinion this is really the grass roots of our recruiting potential. We fail to interest the best high school seniors in cooperative part time training programs, or, if they do, look upon it merely as a means of getting extra help during peak periods.

As an industry we have campaigned for Federal aid for vocational training in distribution--namely, Distributive Education. But many retailers avoid it like a plague. Neither do they support the young people's Distributive Education Clubs, which are comparable to the 4-H Clubs in agriculture. Again we neglect a grass roots opportunity of getting the best of our youths interested in our business at the earliest practical moment. (24)

The author of the above article, George Plant, Manager, Personnel Group, National Retail Dry Goods Association, calls for "Participation in part time cooperative training programs for high schools seniors," as one solution for "The Thinning Reserves of Retail Executives." (25)

The National Sales Executive Club offers club credit to the clubs that sponsor D. E. projects. It has recognized the Program by write-ups in its club magazine and by officer members attendance at state level meetings as well as others. The Education issue, 1956, of NSE News was devoted to a survey of NSE educational activities. The following was listed as some of NSE's part in cooperating

(24) George Plant, "The Thinning Reserves of Retail Executives," Stores (November, 1955) Reprint by State of Illinois Board of Vocational Education, 2.

(25) Ibid., 5.

with the Program.

Sales Executives Clubs offer a year-round program of assistance and training of DE students. Their efforts will soon be capped by the award of a \$500 NSE scholarship to an outstanding DE salesman, selected by the Distributive Education Clubs of America.

Sales Executives Clubs work closely with Distributive Education coordinators in their communities. Many of them provide DE coordinators with complimentary membership in the club. By this means a better understanding of each other's problems and needs is achieved.

Another way in which sales executives contribute to the development of DE students is by providing members to serve as speakers for DE marketing classes. Some clubs sponsor entire sales courses in DE classrooms. (26)

In a report on D. E. by the National Sales Executives Club 45 different items were listed under the heading, "What Sales Executives Clubs Have Done for D. E." Among these listed items were:

1. Helped organize D. E. Student Clubs and State Chapters of D. E. Clubs of America
2. Urged continuation courses for D. E. students in Junior College
3. Provided part-time jobs in wholesale establishments for D. E. students
4. Gave TV time to D. E. club officers to explain D. E.
5. Saved the D. E. Program when local school officials were about to drop it. (27)

The survey indicated that the school administration did believe in the Program. Some administrators in the survey had helped start the Program. Two administrators were only lukewarm in their support. One administrator stated that, "Payment of salaries to D. E. pupils while they are on school time has created a problem to some extent." However, he further stated, "I have heard of a few cases where students completed school who otherwise very probably would not have done so." He added, "Merchants have been well pleased generally with the program."

(26) "Distributive Education Trains Future Salesmen in Part-Time Sales Work," NSE News (Education issue, 1956) 1-4.

(27) L. T. White, "Distributive Education Report, National Sales Executives, Board of Directors Meeting, Chicago, Ill., Feb. 3, 1956"

Since the majority of the administrators were enthusiastic supporters, it is evident that they thought the Program was both good public relations and good education.

An opinion survey of the teachers in one high school resulted in 24 "Yes" and 1 "No" to the question, "Should high schools offer Distributive Education courses?" The majority favored admitting only terminal seniors rather than including pre-college seniors. Unfortunately the questionnaire did not provide for the possibility of choice on admitting the pre-commerce-college senior--which many coordinators would favor.

In the final analysis the extent of the public cooperation to the Program can be measured by the number of merchants willing to provide training stations for the students and by the number of students desiring to train in the D. E. Program. In all the schools of the survey there were sufficient training stations and students to maintain the Program. However, there was not an oversupply of either training stations or students of the most desirable type. The coordinators have a constant battle to upgrade and maintain the standards of both the training stations and the students. Poor students and poor stations have caused the demise of several D. E. Programs. Fortunately, good stations and good students builds up the Program. That the D. E. Program has been maintained for the last 5 to 10 years in the schools under survey and has expanded in the state of Illinois to 53 high schools is present proof that the good stations, good students, and good coordinators are in the majority. It is also proof that there is public cooperation to the Program.

VI. Conclusions

Statements of leading educators and citizens support the thesis that the Program is worthy of public appreciation. From the evidence gathered in the survey it appears that the participants think that the D. E. Program warrants public appreciation.

It is evident that good public relations is the result of sound planning both of the D. E. Program and of public relations. There are many ways by which the public can be and is contacted.

It appears from the survey and opinions published by others that the public closest to the Program, i.e., student-trainees and their parents, administrators, training employers, and business men do appreciate the Program. This group shows their appreciation by their cooperation with the Program. However, improvement in the quality of the students accepted, in the Program, and in public relations would increase the cooperation of this vital group.

There is evidence that the public more removed from the Program than the foregoing group is either unaware of its existence or unappreciative of its values. It is to this segment of the public that the D. E. Program must also prove itself if it is to become more universal as a part of the high school curriculum. To this part of the general public it is synonymous with other cooperative programs such as office occupations and diversified occupations. The reputation of the D. E. Program rises and falls to a certain degree with the reputation of similar cooperative programs. Likewise in the eyes of the general public the D. E. Program as a business course is identified with other vocational or trade fields such as industrial arts, agriculture, and home economics. Its prestige depends in part upon

the prestige of the trades and business as against academic fields, professions, and arts.

But even more important and to the point the prestige of Distributive Education depends upon the prestige of retailing and selling. If retailing and selling have high public appreciation any training leading towards it will be appreciated. The present public attitude is that both retailing and selling is not a desirable goal to aim for even though a large part of the population, over 7%, are in these occupations. It is a paradox, too, that the public disdains selling even though certain areas of selling are highly paid and the average is higher than most other professions. In short, the public relations of retailing and selling and the Distributive Education Program are interrelated.

The appreciation of the D. E. Program is tied up with the recent educational trend to more school-community cooperation in all areas of education. But even though this cooperation is on the increase it does not happen overnight. Catherine Stevens of Teachers College, New Britain, Connecticut says, "The literature points to an increasing amount of school-community cooperation, but it takes time for widespread changes in education to occur. Educational practices lags far behind theory." (28) (underscore mine)

Certainly it is an encouraging sign that there is public appreciation when training-station merchants say:

--"We are well satisfied with the Program as it now operates."

--"More of it! It should be available to more students."

--"More students should be interested in the Program."

There is very much contained in the following surveys that has not been referred to in the foregoing discussion.

(28) Jacobs, op. cit., 353.

VII. SurveysCoordinator Survey

The following questions were answered by Distributive Education Coordinators. Mr. Richard Olmstead, Charleston High School; Mr. Richard Rowe, Cumberland High School; Mr. Joseph Grohovsky, Effingham High School; Mr. William Swearingen, Mattoon High School; and Mr. Warren Gardiner, Vandalia High School answered the questions in May, 1955. Mr. Arthur Hortin, Lawrenceville High School and Mr. Arthur Schottman, East Richland High School (Olney) answered the questions in March, 1956. All schools are located in Illinois. The size of the towns vary from 2300 (Cumberland--Greenup, 1400 and Toledo, 900) to 18,000 (Mattoon). However, with one exception all attendance centers have over 5,000 as the city population.

1. Q. Does the Chamber of Commerce endorse the Distributive Education Program?
 - A. 6--Yes One replied, "Quite enthusiastically!"
 - 1--No "Individual members support it, however."
2. Q. Do you get any assistance from the service clubs such as their youth committee's in Rotary, Kiwanis, etc.?
 - A. 3--Yes One replied, "Considerable" and one replied, "They support all school projects."
 - 4--No
3. Does the school administration believe the D. E. Program is worthwhile? Enthusiastic ____ Lukewarm ____ Opposed ____
 - A. 5--Enthusiastic
 - 2--Lukewarm
4. Q. Is wages a problem? With the students ____ merchants ____
 - A. With the students:
 - 3--Yes
 - 4--No
 - With the merchants:
 - 2--Yes
 - 3--No
 - 2--No comment

5. Q. What do you consider the proper number of visits to the training stations?
- A. 4--Every two weeks
2--Once a week or ten days
1--Once a month
Comments: "In the case of the coordinator being busy a telephone call would suffice. Experience teaches that sometimes it is just as well not to visit too often."
6. Q. Is planning a learning experience program with the training station worthwhile?
- A. 6--Yes
1--No
- Q. Do they (student employers) think teaching is the job of the school alone?
- A. 2--Yes
2--No
3--Unanswered
7. Q. Is home visitation practical?
- A. 7--Yes One replied, "Before school starts," and two qualified their answer with the word, "Some."
8. Q. Can you screen the D. E. applicants or do you accept all who enroll?
- A. 7--Yes, but all genuinely interested are accepted. One replied, "I screen them rather closely. They are selected rather than enrolled although we do accept them by both methods. Also, some students secure their own jobs and are then accepted."
9. Q. What do you think is most helpful in securing D. E. training stations?
- A. 3--Good students
2--Successful program
2--Good public relations
Other statements: "Permit merchant to interview student alone."
"Understanding of objective of program."
"Merchant need of help at low cost."
"Permit the employer to see the picture of trainee."
"Send several students to prospective training station for interview."
10. Q. What stops merchants from signing up as D. E. training stations?
- A. 3--No demand for part time help
2--Poor students
1--Lack of understanding of program
1--Some believe students should spend full time in school

Other statements: "Cost too much." "Don't want to be bothered."
 "Not free to hire and fire." "Fifteen hour minimum is a
 stopper." "Some merchants believe that everyone should
 go to college; and, therefore, they think the D. E. Program
 has no place in the high school curriculum."

11. Q. What approaches do you use for telling the public(merchants in particular)about the D. E. Program?

- | | |
|----------------------|--------------------------------|
| A. 6--Newspaper | 3--Scrapbooks |
| 5--Photos | 3--Exhibits |
| 4--Radio | 4--Invitation to talk to class |
| 4--Banquets | 2--Bulletins |
| 4--Personal contacts | |

Other: Poster, Chamber of Commerce publications, civic club
 contacts and membership

12. Q. What is harmful to the D. E. Program in selling it and the
 students to the merchants?

A.--Poor students.

--Forcing merchants to take students against their wishes.

--Coordinator telling business man how to run his business.

--No flexibility in rules and regulations.

--Placing a student without fully explaining D. E. and school
 policies, practices, etc.

--Bad reports from another D. E. training station which has
 proved to be a poor training station.

--Wrong information or lack of information.

--Failure to listen to employer complaints.

--Do not oversell the Program.

--Do not place a misfit. The student must be honest.

--Do not stress the wages as it is a learning process.

--Do not place students planning to attend college, unless it
 is in the same field or if it will be helpful to the student.

--Watch for arrogant independent attitude of D. E. student who
 thinks he has nothing to learn from the classroom and who thinks
 he is earning enough to be independent of restraints. Secure the
 cooperation of the employer to remind the student that his job
 and his Program depends upon proper attitudes.

13. Q. What is helpful to the D. E. Program in selling it and the students to the merchants?

A.—Know students well.

--Preach the importance of the job to the students.

--Show how the Program has worked successfully at other training stations.

--Stress the fact that the students are "learning" workers rather than entirely "productive" workers.

--Express interest in their business, but do not pry nor give unsolicited ideas for improvement.

--Be sure it is a favorable station and that the merchant is sincere, honest, moral, and well-thought-of by the community.

--Stress the importance of regular hours for the trainee and that he will not only be there on time, but that he will do the work that is expected of him.

--Be careful of the selection of trainees. One bad trainee can lose a station for the coordinator.

--Insist that D. E. students attend all classes and can graduate at the end of the year.

--Let the employer pick the student.

--Show the acute need for trained retail salespeople.

--Show that the Program is a good method to train future managers and owners of businesses.

--Bring out the idea that every business man has a responsibility of upgrading the general level of the retail trade.

--Show the merchant that the field of distribution is an important one and that managing or owning a business (including restaurants, service stations and similar types of common business that might be questioned by some) is important. Show him that it is a vocation that some people like.

--Stress the importance of students receiving an education in the field of distribution. (Point out to some merchants that everyone cannot and should not attend college. Point out also that everyone cannot be a doctor, lawyer, dentist, or teacher).

--Stress the importance of on-the-job training to the student's understanding of classroom retail study when discussing the Program with both the students and the employers.

D. E. Student Survey

The following questionnaire was completed by Distributive Education students in May, 1955 at Charleston, Cumberland, Effingham, Mattoon, and Vandalia, Ill., high schools, and in March, 1956 at E. Richland (Olney) and Lawrenceville, Ill., high schools--in cooperation with the coordinators of the respective schools. No names were placed on the completed questionnaires in order to keep the survey objective. As noted, in some questions only 5 of the 7 schools were surveyed; and, in others, only 2 of the 7 schools were surveyed.

1. Q. Is your job interesting?

- A. 67--Yes
10--Sometimes
6--No

Q. Why?

- A. 30--Meet different types of people
28--Variety of interesting work
4--Learn merchandising
3--Selling challenge
3--Like associates
2--Like responsibility
4--Will help in the future

Q. Why not?

- A. 5--Monotonous
1--Poor light and working conditions
1--Boss always griping
1--Not always selling
1--Mopping floor dull
1--Put up with so much in selling clothes
1--Don't learn very much
1--Don't know enough about the products
1--Employer expects too much

2. Q. Do you consider the course and work good education?

- A. 84--Yes
4--Sometimes
2--No

3. Q. Do you consider your job good education? (2 schools surveyed)

- A. 21--Yes
4--No
1--Don't know

Q. Why?

- 8--Because it's in line with what I want to be (own business,
selling job, chance for advancement)
4--Because I learn how to meet the public
2--Because you learn how to do something
2--Because you learn the product
2--Because of the arithmetic and the pricing that you do.

Q. Why not?

- A. 1--Because the filling station isn't the best
1--After you have caught on to it there isn't much to learn

4. Q. Do your parents think your on-the-job training is good education?

- A. 83--Yes
6--No
1--Don't know

5. Q. Does your employer teach you on the job?

- A. 61--Yes
16--No
8--Sometimes
4--Some other employee

6. Q. How is your time on the job divided? (2 schools surveyed)

- A. 15--Selling (equal or more than other tasks)
4--Cleaning (More than other tasks)
3--Stock arranging (more than other tasks)
1--Cashier (Grocery checker)
Comment: Other jobs listed were display windows and typing.

7. What part of your D. E. course helped you most on the job?

- A. 47--Selling (including sales demonstrations)
14--Display work
7--Films
7--Learning how to get along with people
4--Advertising
3--Class discussions
2--Arithmetic
1--Store arrangement
1--Telephone education
1--How to dress
1--Club activities
1--Credit and collection study
1--Discussing the solution to a job problem

8. Q. What part of your D. E. course do you expect to help you most out of school?
- A. 36--Meeting people (including getting along with people)
19--Selling
10--How to run a business
7--Experience in working
3--Display
3--Making change
2--How to get a job
2--Arithmetic
1--Advertising
1--Income tax
9. Q. Have you learned more in D. E. at school or on the job?
- A. 51--On the job
27--Equally or the same at school and on the job
11--At school
10. Q. Would you like to run a business?
- A. 53--Yes
27--No
Comment: Some replied that they did not feel qualified to run a business yet.
11. Q. Has D. E. helped you learn how to run a business?
- A. 67--Yes
10--No
5--Some
12. Q. Do you intend to stay in selling or retail work? (2 schools surveyed)
- A. 16--Yes
7--No
3--Don't know
13. Q. Do you think you should have taken other courses instead of Distributive Education? (2 schools surveyed)
- A. 23--No
2--Yes
1--Don't know

Faculty Evaluation of the Distributive Education Program

The following faculty survey was made in one of the 7 high schools in the previous surveys. No names were signed on the forms.

1. Q. Should high schools offer vocational courses?

A. 27--Yes
0--No

2. Q. Should high schools offer business courses?

A. 27--Yes
0--No

3. Q. Should high schools offer cooperative on-the-job training courses?

A. 24--Yes
2--No
1--(?)

4. Q. Should high schools offer Distributive Education courses?
*(See footnote for explanation of the course)

A. 24--Yes
1--No
1--(?)
1--No answer

* The Distributive Education (D. E.) course objective is to train high school students for the selling and retailing occupations in which over 7% of the nation's population is engaged. It refers to the marketing and distribution of all kinds of goods--hence, the name, "Distributive Education." Primarily Distributive Education refers to the retail and wholesale fields.

The present elective D. E. course is open to seniors only. It consists of $1\frac{1}{2}$ periods or 90 minutes in the afternoon. One-half of the class time is normally devoted to theory or book work on retailing and selling; and one-half, devoted to work-shop in store-keeping, i.e., practice in selling, demonstrations, wrapping, changemaking, ad writing, display arrangements, and similar projects. The balance of the afternoon is usually spent in on-the-job training under the supervision of a downtown merchant for a minimum of 15 and a maximum of 28 hours a week.

5. Q. Who should be permitted to apply for Distributive Education?

A. 12--Terminal seniors
13--All interested seniors

Comment: One noted, "Pre-Commerce College and terminal seniors.
This category was not listed in the questionnaire.

6. What have you heard or seen about Distributive Education that is harmful? (Harmful to the school, D. E. students or downtown relations!)
- A. 11--No comment.
- 5--"Nothing"
- 1--"Some students resent others earning money while earning high school credit."
- 1--"Not conducive to unified student relations. Detracts from core curriculum planning. Students are exempted from cultural courses that they never will be exposed to because of the Program."
- 1--"Merchants consider it a civic duty and not profitable. It encourages some to quit school and get a job. It is a snap course. It encourages other pupils to skip class."
- 1--"It is demoralizing for the Pre-College senior to observe the D. E. student who learns on the job, earns as he learns, avoids academic courses, and then in some way gains admission to college. Furthermore, what value is there for a girl who has worked in a variety store to get on-the-job training in the same store. It is serving as a means of furnishing cheap labor to some merchants who are not interested in "training" except for their own purposes. The natural result of such evils is that it has had a bad effect on public relations as far as the school is concerned. It is a sore spot with many tax-conscious citizens."
- 1--"Students do not retain jobs after graduation."
- 1--"Do employers object to taking time to help these students and then pay them too? Or is it the immediate supervisor who has the extra work? Are they always trained to teach?"
- 1--"They begin to act like the 'grown-ups' too soon."
- 1--"A citizen complained that the students went to the restaurant first instead of going straight to their job."
- 1--"Many students who are not in the program question how much "education" is received when the D. E. student works for his dad or when he works in a job which he has already been doing after school or during the previous summer. Many students question too, whether many students would be interested in the training if they were not receiving pay. Students enrolled in the college preparatory curriculum, which requires a great deal of preparation outside of school, resent the admission of D. E. students to a college."
- 1--"Questions from students who make inquiry about cooperative courses indicate that they think more about the pay than the skill to be learned and so do parents. Many students view these courses as an opportunity to "get out of school." If the "pay" were taken out of the cooperative courses, I wonder - - -!"
- 1--"Payment of salaries to these pupils while they are on school time has created a problem, to some extent."

Note: Ten of the above adversely critical teachers also mentioned some favorable comments as included in the next question summary.

7. What have you heard or seen about Distributive Education that is good?

A. 8--No comment.

1--"Parents remarked that they were pleased that their son had a chance to get a start on his life's work while in school."

1--"I have seen D. E. students kept in school when they otherwise probably would have been out of school. I think that they were being kept in school with good results. As far as I can tell, other students have not been adversely affected by the Program."

1--"Good public relations."

1--"They learn how to take care of themselves better. They begin to see that competition in industry is for keeps as compared with the class room."

1--"I think a great deal can be derived from on-the-job training. It gives the student a chance to tell if he likes or does not like a certain job."

1--"They made a nice display in the hall and put on a good radio program."

1--"The Program is not all bad. Many serious, terminal seniors gain from it. For that reason it should be continued. However, seniors should be screened more carefully."

1--"It provides a start in a career for some students and an outlet for some not going ahead with formal education."

1--"It keeps some pupils in school who would not otherwise stay. It encourages those who have no interest or ability along academic lines. It fosters interest in the school "downtown."

1--"All reports that I have (not many) are favorable."

1--"The students are very polite and cooperative. They seem to be very interested in their work."

1--"It has helped several students to improve themselves so that they were above the average worker. The merchants seem to like the Program. The community feels that the school is reaching more students."

1--"It can give the students and the community the feeling that the school is here to serve all students--not just the college-bound."

1--"It can serve as a needed bridge from the world of school and the world of work."

1--"Personal status is achieved. Group loyalty is improved."

1--"Students in D. E. have more initiative. They are better groomed and their manners are better than other students."

1--"I heard a very favorable comment from one merchant."

1--"Distributive Education has attracted some students who are bored with regular class work. While on the job these students seem to take a different attitude toward school. However, I think it would be wonderful if other students, not problem ones, could be interested in the course."

1--"I have heard of a few cases where students completed school who otherwise probably would not have. Merchants have been pleased generally with the Program."

Note: The principle of cooperative on-the-job training appears to be accepted by a large majority of the faculty. This acceptance is probably different from even a few years ago. For the most part the criticism has shifted to the method. This criticism should help to develop a better and more workable Distributive Education Program.

D. E. Training Station Survey

The following questions were answered by the merchants cooperating with the Cumberland (Toledo-Greenup), Effingham, Lawrenceville, Mattoon, E. Richland (Olney), and Vandalia, Illinois high schools--as surveyed by the aforementioned coordinators of the respective schools. Some questions as noted were included in the questionnaire of 4 of the 6 schools and other questions, of 2 of the 6 schools.

1. Q. Do you think the Distributive Education Program is helping the student?
 - A. 39--Yes
6--Doubtful
2. Q. Have you noticed any bad effects of the Program?
 - A. 34--No
9--Yes Replies: "Excuse to get out of school."
"Chance to skip school."
"Takes time from other subjects."
"Only when she has not had enough rest."
2--No comment.
3. Q. Has the student trainee harmed your business? Helped Neither
 - A. 33--Helped
12--Neither
4. Q. Has the student taken too much of your time? (Omitted from 2 schools)
 - A. 28--No
5. Q. Do you think all teaching is up to the school?
 - A. 43--No
2--Yes
6. Q. Has the student shown appreciation for the job and your training?
 - A. 40--Yes
5--No
7. Q. Do you think it is a worthwhile Program for students who intend to stay in selling or retail work? (Surveyed in 2 schools)
 - A. 18--Yes
1--No

8. Q. Do you think it is a worthwhile Program for students who are not sure what they intend to do? (Surveyed in 2 schools)
- A. 15--Yes Comment: "It gives them poise in public."--Two similar.
3--No "Better off in school."--One similar.
9. Q. Do you think the Program benefits those students who later do something other than selling or retail work? (Surveyed in 2 schools)
- A. 19--Yes Comments: "I think it gives the student the actual
1--No experience of meeting the public which is good
 experience in whatever line of work he later goes
 into."
 "Very much!"
 "It's good experience for them."
 "To some extent but I think if they got more
 schooling and then came to us we could get them into
 selling in a few days or weeks. But most employers
 put the student to cleaning or at least I do."
10. Q. Do you think the student would be better served on a full-time school schedule instead of his present part-time on-the-job schedule? (Surveyed in 2 schools)
- A. 13--No
4--Yes
2--Don't know
 Comments: "Debatable!"
 "Yes, especially his last year."
 "Depends upon the student."
11. Q. How do you think the Distributive Education Program can be improved?
- A.--Get better students.
- Get better understanding and take full advantage of the Program.
- Get each business to help sell "retail selling" to the public.
- Develop awareness of problems in other business than the one the student is working in.
- Stress fundamentals.
- Parents could be more helpful--encouragement needed at home to create better attitude.
- Placing the student in a job in which he might be interested in pursuing after the schooling is over.
- Provide for possibility of mid-term release from job.
- D. E. teacher should have experience in retail work.

- Widespread interest in the "good" students.
- The training station should be tied in closer to the classroom. As it is, we do not know the points that are being taught in the classroom, so that we can help them with the same points in training.
- Impress upon the student what and how he is affecting his later life by his workmanship today.
- Probably both trainer and teacher might be able to improve the instruction in the Program. There are so many different jobs it is sometimes difficult to hit them with material which will fill all jobs.
- Be more careful in placement of the student.
- More instruction.
- By stressing that this is a job to be done well and taken seriously; not just a way to get out of school for a while and pick up some extra money.
- On days that the student does not work, he should return to school and attend classes. (Note: this is a school rule.)
- By taking it out of the school time schedule and placing it on the students own time.
- Broadening the field by making it nationwide. Place more responsibility upon the student so that he becomes self-confident.
- By setting up a sales incentive program with charts on the students' selling record.
- Have group meetings once a month that include both D. E. students and their employers.
- Satisfactory.
- We are well satisfied with the Program as it now operates.
- More of it! It should be available to more students.
- More students should be interested in the Program.

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